



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # SAS #

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-080

Application stamp-in date and time

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Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
There are currently 0 pathways in the endorsement area of Public Service, and 0 teacher education courses currently offered at Rosebud-Lott High School.	Create a Public Service pathway by adding the Instructional Practices and Practicum in Education and Training courses to combine with current high school and dual credit course offerings like government, history, communications, English, mathematics, psychology, and sociology.
The majority of graduates opt to enroll in institutions of higher learning that are close to home, as evidenced by 63% of last year's graduates enrolling in colleges located within 60 miles of Falls County.	Build a course pathway that allows students to enter the multiple post-secondary institutions that offer degrees in the educational field that are located within the identified 60 mile radius.
Of the 221 students currently enrolled in Rosebud-Lott High School, 29% of the student body is not involved in any type of extracurricular activity, club, or organization.	Establish a CTSO (TAFE/FCCLA) chapter at Rosebud-Lott High School to involve more students in their current and future educational careers, as well as build a local interest and respect for the teaching profession.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By September of 2020, 20% of the graduating senior class will be enrolled in or have completed the requisite courses including Instructional Practices and Practicum in Education and Training to complete an endorsement pathway in Public Service geared toward a career in education.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- . Develop Instructional Practices course in the master schedule
- . Add Instructional Practices and Practicum in Education and Training courses to the official course catalog
- . Train teacher/s in the new courses offered
- . Purchase materials needed to teach courses
- . Establish criteria for highly-qualified students for recruitment in new pathway
- . Vet highly qualified students interested in participating in the Public Service/ Education Pathway
- . Establish a CTSO

Measurable Progress (Cont.)**Second-Quarter Benchmark**

- . Review teacher lesson to be submitted to TEA
- . Review student grades and enrollment to assess the effectiveness of the program
- . Gather results from the first competition

Third-Quarter Benchmark

- . Review teacher lesson to be submitted to TEA
- . Review student grades and enrollment to assess the effectiveness of the program
- . Develop personal graduation plans (PGPs) for students currently enrolled in the pathway and use them as a tool to recruit new students to the pathway
- . Develop the Practicum in Education and Training course
- . Add the Practicum in Education and Training Course to the master schedule and update the course catalog

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The first step in the project is to create a foundation for the new Public Service pathway to exist. In this first step, Rosebud-Lott High School will evaluate the program using a checklist that will be completed prior to the first semester of the 2019-2020 school year to determine if prerequisite activities such as: assigning a qualified teacher to instruct students is in place and that teacher has signed the required MOU; the qualified teacher has been trained in the courses making up the new pathway; the teacher is able to establish and manage a CTSO, the new courses are built into the master schedule for the 2019-2020 school year; the new courses are published in the course catalog and students are made aware of the new course offerings; the counselor, principal, and curriculum director are trained on the requirements of each new course; and a policy for student criteria to enter the Public Service/ Education Pathway is drafted and accepted. This data will be used to determine if more actions need to take place before the implementation of the new pathway. The second step, to be completed before the close of the 2018-2019 school year, is to recruit highly-qualified students to the Public Service/ Education Pathway. In this step, Rosebud-Lott will use data from student transcripts and PGPs generated in the counseling office to seek out students suited for a career in education. This vetting process will look specifically at students who are enrolled in either dual credit courses or advanced high school courses who have maintained a GPA of 3.0 or higher in these courses and their other core classes as well as students enrolled in basic high school courses who have maintained a GPA of 3.5 or higher in all core classes. After the second six weeks of the 2019-2020 school year, grade reports for the students participating in the Public Service/ Education Pathway will be used to determine if the student selection criteria should be expanded or narrowed. The final steps will be a continuing cycle of progress monitoring using student grade reports and teacher evaluations to assess the development and success of the program. Student performance data will be collected each six weeks and will be used to support students academically in their course work as well as in competitions. This data will also be used to continuously reevaluate and modify the vetting process for students interested in the program. Teacher walk-through and formal evaluation data will be collected to gauge the proficiency of the instructor each six weeks. This data will be used to offer professional development in developing appropriately rigorous lessons as well as developing student and community respect toward the teaching profession throughout and after the grant has ended.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

To recruit qualified teachers to teach the Education and Training courses, Rosebud-Lott High School first reviewed the qualifications as identified in the terms of this grant. In the hopes to transform this program to a dual credit offering, Rosebud-Lott first identified teachers who hold a Master's degree. These teachers were then interviewed individually to determine if they would be a good fit for the program. Of those interviewed, the following factors were considered in the selection of both current and future teachers for this program: Teachers who expressed an interest in participating in the development of a new course pathway that trains students to become teachers. Teachers who articulated the need for an educational pathway to be created and a willingness to put forth the work in order to develop the pathway. Teachers who, although they were not currently qualified to teach the new courses at the college level, said they were willing to acquire the credentials in the future. Teachers who appreciated a stipend for their involvement in the building of the pathway and teaching the courses, but admitted that they would still be interested in these activities without the extra funds. Teachers who were willing to participate in and manage a CTSO. Teachers who have already effectively participated in and managed other school clubs, activities, and organizations, which often demand the use of their own time. Teachers who, despite extra duties, maintain a well-organized and well-managed classroom environment. Teachers whose classroom grades were in line with their students' actual performance on the state assessments. Teachers whose state assessment scores are consistently above state average performance. Teacher who submit quality lesson plans that contain clearly defined objectives and are consistently in line with the district's adopted curriculum. Teachers whose evaluations consistently show performance of proficient or higher in multiple categories. Teachers who exhibit a strong relationship with students as evidenced by discipline reports as well as student participation in the activities in which these teachers are involved. Teachers from various backgrounds. Teachers who come highly recommended by their colleagues. After considering these factors, selection of the teacher/s of this program will be based on the above criteria as well as availability within the master schedule.

To further support the teacher/s in implementing the new courses Rosebud-Lott will seek out the assistance of our local service center, who offers a successful teacher preparation course for Region 12.

The educator/s selected to teach the courses within the program will sign an MOU that agrees to the following terms:

The teacher will commit to two years with Rosebud-Lott High School starting the 2019-2020 school year and ending the 2020-2021 school year in order to qualify for the stipend.

The teacher will receive a stipend of \$5,000 to be divided over a two-year period for teaching the Education and Training courses at the high school level.

The teacher will receive a stipend of \$10,000 to be divided over a two-year period for teaching the Education and Training courses offered as dual credit.

The teacher will agree to attend all required training courses in preparation for the program.

The teacher will teach at least one required high school course each year during the term of the grant or will teach one required course the first year and both of the required courses the second year of the grant if the courses are a dual credit offering.

The teacher will submit one lesson plan to be approved by TEA each semester for the term of the grant.

The teacher will establish and participate in a CTSO. The teacher will participate in at least one in-state competition each semester during the term of the grant.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	0	X \$11,000 =	\$0
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	\$5,500
Number of high schools with existing Education and Training courses in 2018-2019	0	X \$6,000 =	\$0
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	\$9,000
Total Request for Pathway 1			\$14,500

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification		X \$11,000 =	
Request for Pathway 2			
Request for Pathway 1			
Total Combined Request for Pathways 1 & 2			

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipend one teacher for non-dual credit participating Education and Training teacher	\$5,000
Substitutes	\$500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Consumables and instructional materials for Education and Training courses	\$1,000

OTHER OPERATING COSTS (6400)

Travel Teacher State Professional Development	\$2,500
CTSO Teacher and Student Memberships/ Conferences/ Events Participation Costs	\$2,500
CTSO Teacher and Student Conferences/ Events Travel	\$3,000

Total Direct Costs \$14,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

\$0

TOTAL AMOUNT REQUESTED

\$14,500

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Prior to the implementation of the Public Service pathway, Rosebud-Lott High School will survey students to get a better understanding of their current interest, knowledge, and over-all impressions of the teaching profession. The high school administration as well as the counseling department will seek out assistance from the local service center to begin developing the proper course arrangement for this new endorsement pathway and add the new courses to the upcoming master schedule and course catalog. Rosebud-Lott High School will also begin working on expanding current partnerships with local colleges to offer the teacher preparation courses as dual credit in the future.

The selection of highly qualified teachers to instruct the Instructional Practices and Practicum in Education courses will follow and will be based on an advanced level of educational courses or training, specifically the preferred acquisition of a Master's degree and a willingness to continue educational training by attending required professional development for the new courses. The teachers recruited for the program must also consistently show proficiency in pedagogy, lesson planning, and classroom management as evidenced by formal classroom observations. Additionally, these teachers must excel in and show continued improvement in student achievement as evidenced by classroom grades that accurately reflect student performance on state assessments and as well as state assessment data that is above the state average.

Rosebud-Lott will then share information on the new course offerings via parent nights, website postings, newspaper publications, and student meetings. The high school counselor will then meet with students in the individual development of their personal graduation plans. During these meetings, the student and counselor will use student transcript data to create a logical plan of coursework for future graduates giving the counselor the opportunity to explain the benefits of the teacher preparation program to qualified students who wish to pursue a career in education. These informational outlets and student meetings will be used to increase enrollment in the Instructional Practices and Practicum in Education courses each year.

In addition to students being guided by passionate and knowledgeable faculty with extensive classroom teaching experience, teacher education training, and deep content knowledge within their field, students will become a part of a career and technical student organization headed by teachers within the program. Upon the creation of the educational course pathway, Rosebud-Lott High School will require participating teachers and students to establish and become active in a career and technology student organization such as TAFE or FCCLA in which they will be required to attend conferences and participate in competitions. To sustain these efforts and to continue to grow the Public Service Pathway with the Education Endorsement, Rosebud-Lott High School will continue to fund the attainment of instructional materials, teacher professional development, and participation in the CTSO after grant funds are exhausted.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Rosebud-Lott High School, in the middle of Falls County, is a small rural school with a total of 221 students in four grade levels. The small communities in Falls County have a high poverty rate that makes it difficult for students to travel very far to attend college. According to the needs assessment for this grant, 63% of last year's graduates chose to attend colleges within 60 miles of their homes, and none of these students expressed an interest in the teaching field. So far, only two of our current high school students in PGP meetings have mentioned an interest in becoming a teacher. It is imperative, therefore, to offer an endorsement pathway in addition to valuable, transferable experiences into another career field supported by the colleges that our students historically attend. Rosebud-Lott High School has a relatively diverse population for its size with 59.73% white students, 29.86% Hispanic students, and a growing population of African American students currently at 12.67%. Our PIEMS data also shows that of these students, 39.82%, report receiving free or reduced meals. This statistic, however, is believed to be much higher in reality based on the income reported for siblings in the lower grades and the number of high school students who qualify for testing waivers and college assistance based on family income. Rosebud-Lott High School intends to offer the Instructional Practices course along with the Practicum in Education course to build an endorsement pathway so that the majority of our students, who due to financial constraints cannot attend college outside of an hour commute, can get a head start in a career that is available to them locally.

Additionally, local rural schools, Rosebud-Lott schools included, have difficulty finding and retaining quality teachers to work in our districts. By grooming our own students to join the profession, we stand a greater chance of filling high-needs positions with quality candidates. To produce these quality candidates, RL intends to recruit students who either maintain a 3.0 or higher in dual credit and advanced courses in combination with their regular core course offerings, or maintain a 3.5 or higher in all regular core courses without attending dual credit or other advanced courses. Because Rosebud-Lott ISD offers dual credit courses free of charge to students in good standing, a student's economic situation will not keep him or her from being eligible to participate in this new pathway.

Furthermore, Rosebud-Lott High School intends to make a concerted effort to recruit students through a persistent dissemination of program information starting now. The high school counselor is sharing the upcoming program with students in PGP meetings. Rosebud-Lott High School is producing a course catalog with the assistance of the local service center, which will include the new course pathways. RL will announce the new course offerings during parent nights and the information will be sent out to the rest of the community through newspaper postings and the school's electronic media platforms. Because Rosebud-Lott High School intends to one day offer these education courses as dual credit options, plans are already being made to expand the MOUs with our existing college partners in addition to working with our current teaching staff to support their efforts to gain the credentials to become adjunct instructors with those same partners. To promote student interest, Rosebud-Lott High School will become a member of a CTSO and provide students with field experiences that will build a respect for the profession and give them the exposure they will need in this challenging career path.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

NA

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

NA